



Education Trust

‘Inspiring the individuals of today, for a better society tomorrow,
“Aspire, Belong, Collaborate”

SEND POLICY

Review Frequency	Annual
Reviewed	February 3 rd 2026
Next Review	February 3 rd 2027
Agreed by Trustees	27 th February 2026



CONTENTS

COMPLIANCE	Page 3
AIMS	Page 3
OBJECTIVES	Page 4
IDENTIFYING SPECIAL EDUCATIONAL NEEDS	Page 4
A GRADUATED APPROACH TO SEN SUPPORT	Page 5
REQUESTING STATUTORY ASSESSMENT	Page 7
EDUCATION, HEALTH AND CARE PLANS	Page 7
PERSONAL BUDGETS	Page 8
SUPPORTING PUPILS AND FAMILIES	Page 8
SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS	Page 9
MONITORING AND EVALUATING OF SEN	Page 9
TRAINING AND RESOURCES	Page 10
ROLES AND RESPONSIBILITIES	Page 10
STORING AND MANAGING INFORMATION	Page 12
ACCESSIBILITY	Page 12
SAFEGUARDING	Page 13
DEALING WITH COMPLAINTS	Page 14
BULLYING	Page 14
REVIEWING THE POLICY	Page 14
DETAILS OF AMENDMENTS	Page 15

Leadership and Management of SEND across Riviera Education Trust

	Oldway Primary School	Roselands Primary School	Shiphay Learning Academy
School info:	Higher Polsham Road, Paignton, Devon, TQ3 2SY ☎ 01803 557190	Lynmouth Avenue, Paignton, Devon, TQ4 7RQ ☎ 01803 525375	Exe Hill, Torquay, Devon, TQ12 7NF ☎ 01803 613556
SENCO:	Laura Bateman lbateman@rivieraet.co.uk	Hannah Dillon hdillon@rivieraet.co.uk	Kathryn Waterson kwaterson@rivieraet.co.uk
SEND Trust Lead	Mrs Katie Squire Ksquire@rivieraet.co.uk		
SEND Governor:	Rebecca Read rread@rivieraet.co.uk	Becky Langman blangman@rivieraet.co.uk	Charlotte Carruthers ccarruthers@rivieraet.co.uk
Head of School:	Emma Bamber ebamber@rivieraet.co.uk	Pippa Bastock Pbastock@rivieraet.co.uk	Kate Lee klee@rivieraet.co.uk



Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition of (a) or

(b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) and has been written in reference to the following guidance and documents:

- Equality Act 2010: advice for schools, DfE (May 2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (December 2015)
- Sections 19(c), 26(3), 32 and 49 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014

AIMS

At Riviera Education Trust we are proud of our inclusive approach and believe in having high expectations for all pupils, including those with additional needs, so that all children realise their potential in terms of achievement, and diversity is understood and valued. The Trust is dedicated to meeting the individual needs of each child. Its inclusive principle is firmly based on recognising the importance of meeting the individual needs of all children equally, whether they have identified special educational needs or not. The schools view inclusion as a process by which pupils, parents and



carers, teachers and other agencies work together in partnership to develop inclusive practices, with a shared commitment to early identification and early support and ‘closing the gap’.

“All teachers are teachers of pupils with special educational needs. Teaching such students is therefore a whole-school responsibility, requiring a whole-school response.”

(DfES 2001)

OBJECTIVES

1. To identify and provide for pupils who have special educational needs, disability and additional needs
2. To work within the guidance provided in the SEND Code of Practice, 2014
3. To operate a ‘whole pupil, whole school’ approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Coordinator (SENDCO) who will work with the SEN policy
5. To provide support and advice for all staff and parents working with pupils with special educational needs

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

At Riviera Education Trust we monitor the progress of all pupils regularly to review their academic progress, we also use a range of assessments with all the pupils at various points throughout the year (Y1 phonics screening, spelling age, reading age, maths and writing assessments).

Where progress is not as expected, even if special educational need has not been identified, using guidance from the Torbay SEND Graduated Response Toolkit we put in some support to enable the pupil to try to catch up <https://www.torbay.gov.uk/schools-and-learning/send/improving-send/graduated-response/introduction-to-graduated-response/>

Sometimes, despite high quality, targeted teaching being put in place to meet a child’s needs, they may still struggle to make adequate progress. For these children, and in consultation with their parents/carers, the SENDCO and other staff supporting the child will look further into the areas of concern. This may be through using additional screening tools or seeking advice from external advisors such as hearing and visual impairment teams, an educational psychologist, speech and language team, ASC and behaviour outreach.



The purpose of more detailed assessments is to understand what additional resources and different approaches are required to enable a child to make better progress. These will be shared with parents/carers, put into a SEND support plan and reviewed regularly, and refined / revised if necessary. **At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.**

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents/carers will be notified.

We will ensure that all staff who work with the child are aware of the support to be provided and the teaching approaches and adaptations to be used.

MANAGING PUPILS' NEEDS ON THE SEN REGISTER

Where it is determined that a pupil does have SEND, parents will be advised of this, and the child will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put into place and so remove barriers to learning. The support provided consists of a four-part process: Assess-Plan-Do-Review

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from the SENDCO or other specialist staff in school or external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data as to how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where staff from other agencies are already involved, e.g. Speech and Language Therapist, Portage, School Nurse, Occupational Therapist etc. their work will help inform the assessment of need. Where they are not involved, they may be contacted if this is felt to be appropriate, following discussion and consent from parents, including information sharing, where relevant.



Plan

Planning will involve consultation between the team supporting the child and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of the child's individual needs, the support that is being provided, any teaching strategies, approaches or resources that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching outside of the classroom. They will work closely with teaching assistants to plan and assess the impact of support and interventions and make links with classroom teaching. Support, with further assessment of the pupil's strengths and weaknesses, problem solving and advice as how to implement effective support will be provided in collaboration with the SENDCO.

Review

Reviews of a child's progress will be made regularly and at least termly. The review process will evaluate the impact and quality of any support and interventions. It will also take account of the views of the pupil and the parents. We will adapt the support and outcomes for a pupil based on their progress and their development, making any necessary changes in consultation with parents and the child.

This cycle of 'Assess-Plan-Do-Review' continues in order for pupils to make accelerated progress in the hope that they make good progress from their starting points or meet age-related expectations. When a child is achieving at age-related expectations and/or no longer requires additional support and intervention, they are no longer identified as having a special educational need and are removed from the school's SEN register. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from the SENDCO or specialist teachers within the school, outreach services, Educational Psychology Service or from health, social services or other agencies beyond the setting.

All pupils identified as having a special educational need have an individual plan identifying their interests, their specific barriers to learning, relevant assessment data and the provision, intervention and resources that will enable them to make progress. These plans are written by the class teacher – and overseen by the SENDCO - and agreed by the class teacher and parents at the termly SEND review meetings with parents. Most interventions and additional provision can be met by the class teacher and support staff within school. More specialist provision, e.g. Speech and Language therapy,



outreach or counselling needs need to be approved by the SENDCO or Head of School so that needs can be prioritised and appropriately met across the school.

Where professionals are not already working with the setting, the SENDCO should complete a referral form in consultation with the parents and seek written consent.

REQUESTING NEEDS ASSESSMENT FOR AN EDUCATION, HEALTH AND CARE PLAN (EHCP)

Where pupils' progress is limited despite high levels of support and intervention and specialist advice (including two terms of acting on advice from an Educational Psychologist), school, with the support of the child's parents, can make a request for Needs Assessment to Torbay Local Authority's SEN Team. Torbay Local Authority has developed criteria as guidelines to help decide when it is necessary to carry request Needs Assessment. Before requesting this assessment, the SENDCO will have discussed with parents, the SEN Advisory Teacher and/or the Educational Psychologist whether the pupil's special educational needs meet these criteria. Parent and pupil views inform the Needs Assessment along with collation of evidence to support the request.

Following a request for Needs Assessment, the local authority's SEND panel considers whether there is evidence that despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress and assessment for an EHCP should be made. The whole process of Statutory Assessment and EHC plan development, from the point when an assessment is agreed by the panel until the final EHC plan is issued, must take no more than 20 weeks.

EDUCATION, HEALTH AND CARE PLANS

Following Statutory Assessment, an Education Health and Care Plan (EHCP) will be provided by Torbay Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.

An Education, Health and Care Plan (EHCP) outline a child's specific needs and difficulties, and the long term aims and objectives for their education and care. Pupils who have an EHCP may receive additional funding to meet these needs through 'top-up funding'. As well as the termly cycle of 'assess-plan-do-review' and termly individual plans, the progress of pupils with an EHCP is formally reviewed once a year. Parents/carers and all professionals who support the child with SEN are invited to an Annual Review (in the term when the original EHCP was issued) to discuss the child's progress, provision, support, needs and targets for the next 12 months. These reviews are monitored by the Local Authority.



Parents have the right to name their preferred school and also appeal against the content of the EHCP and to amend the draft EHCP. They may also appeal against the school named in the plan if it differs from their preferred choice.

In some instances, and in discussion with the Torbay SEND Team, school and parents/carers, it may be appropriate to arrange an early annual review outside of the normal review cycle in order to discuss the effectiveness of the EHCP in meeting the child's needs. This may be appropriate when, for example, deciding to request specialist provision or when medical needs have changed and an increase in top-up funding needs to be requested by the school.

PERSONAL BUDGETS

The top-up element funding allocated in an Education, Health and Care Plans could be requested for provision not available within the school. Applications to access a child's personal budget need to be discussed with those professionals supporting the child and a request made to the Local Authority, normally in line with the Annual Review cycle. These requests will need to demonstrate that the provision requested meets the long term aims and objectives described in the EHCP and that alternative provision from the school is not suitable, appropriate or available.

SUPPORTING PUPILS AND FAMILIES

Parents' first port of call is the child's class teacher. In addition, the school's SENDCO can provide support, guidance and advice to families, for example through: termly meetings with class teachers, Annual Reviews of EHCPs, consultation meetings with SENDCO, referrals to other agencies, parent workshops, Team Around the Family (TAF) meetings, referrals for Early Help etc.

Parents are also encouraged to seek advice from SENDIASS, the Special Educational Needs and/or Disabilities Information, Advice and Support Service for Torbay. It is a free, confidential and impartial information and advice service set up to support parents and carers of children aged 0-25 with special educational needs and disabilities (SEND).

SENDIASS can be contacted on 01803 210 371 or via email info@sendasstorbay.gov.uk.

In addition to this SEND policy, each school's Local Offer and SEND Information Report can be found on each school's website:

<http://www.oldwayschool.co.uk/> www.roselandsprimary.org.uk/ <http://www.shiphay.com/>

Torbay's Local Offer can be found on Torbay Council's website which details the provision and support services available in the local area: <https://torbayfamilyhub.org.uk/local-offer/>



Admissions to schools within the Trust are requested through the parents' local authority. For most parents, this will be Torbay Council. Information can be found at <http://www.torbay.gov.uk/schools-and-learning/admissions/> which also includes the Primary School Admissions handbook.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The Trust recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions will have a Health Care Plan, reviewed by the School Nurse Team, Community Nurse or specialist nurses. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some pupils may also have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision. In these cases, the SEND Code of Practice (2014) is followed. The schools' policy on supporting pupils at school with medical conditions can be found on the schools' websites:

www.oldwayschool.co.uk/

www.roselandsprimary.org.uk/

<http://www.shiphay.com/>

Training, support and advice for schools regarding medical conditions can be accessed from the School Nurse Team, or specialist nurses at Torbay Hospital.

MONITORING AND EVALUATING SEND

The Trust has robust systems for managing and monitoring school improvement so that it actively and continually reviews provision for all pupils. SEND provision and the SEND policy is reviewed through:

- Regular observations of class teachers and support staff
- Self-evaluation of all staff as part of the appraisal cycle
- School improvement plan cycle – assess, plan, do, review
- Termly Pupil Progress Meetings with class teachers
- Scrutiny of pupils' learning and progress in books
- Pupil conferencing and consultation
- Parents' views
- SEND report to governors at each governors' meeting
- Review of SEND policy and Local Offer annually
- Pupil and parent/carer views at Annual Review meetings for pupils with EHCPs
- Annual SEND Information Report
- Attendance at network meetings and governor training
- Informal feedback to SENDCO, inc. feedback at training sessions
- Analysis of end of year data and Inspection Data Summary Report (IDSR)
- Self-Evaluation Form (SEF)



- Ofsted
- Local Authority SEND Audit visits and reports
- Monitoring visits by Torbay SEND Team

TRAINING AND RESOURCES

Our schools are provided with resources to support those pupils with additional needs, including pupils with SEN and disabilities, which is determined by a local funding formula. Each school has an amount identified within its overall budget called the notional SEN budget which it uses to support the progress of pupils with SEND. Schools are not expected to meet the full costs of more intensive, specialised or expensive special educational provision from their core funding. Torbay Local Authority provides top-up funding where the cost of the special educational provision required to meet the needs of an individual pupils exceeds a reasonable threshold.

The SENDCO and Head of School manages the SEND budget for purchasing additional and/or updating resources to meet the needs of pupils with SEND.

To maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and professional development. Training needs are identified formally, in line with the school’s appraisal cycle, and also informally through the staff member’s line manager. Training costs are met from the school’s CPD budget, which is managed by the Head of School.

Each SENDCO regularly attends the Local Authority’s SENDCO Forum network meetings to keep up-to-date with local and national updates in SEND as well as local training events led by the Local Authority, Babcock (Devon County Council), Teaching Schools South West (TSSW), or national training events. The SENDCO and other specialist members of staff also lead regular, in-school training for teachers and support staff and work alongside colleagues in a coaching capacity, where appropriate.

All teachers, support staff and Early Career Teachers undertake induction when taking up a post which includes a meeting with the SENDCO to ensure the SEND policy, provision and practice is understood and to discuss the needs of individual pupils on the SEND register.

ROLES AND RESPONSIBILITIES

The Trust complies with the SEND Code of Practice 2014 which states that the school’s SENDCO should be a qualified teacher. The government amended The Special Educational Needs and



Disability (SEND) Regulations 2014 to introduce the NPQ as the mandatory SENDCO qualification from 1 September 2024. SENDCOs holding NASCO do not need to complete this training.

The SENDCO has day-to-day responsibility for the operation of SEND policy and provides professional guidance to colleagues and works closely with staff, parents and other agencies. The Trustees ensure that the SENDCOs have sufficient time and resources to carry out these duties and that they also have strategic leadership of SEND through their role as part of the School Leadership Team.

The SEND governor’s role is to work closely with the school’s SENDCO to support, monitor and challenge the school’s policy and practice for meeting the needs of pupils with SEND. The SEND governor should attend regular training, meet regularly with the SENDCO, be well-informed of local and national changes to policy and practice and be able to report to the full governing body about SEND provision in the school. In addition, all governors should have an awareness of the effectiveness of provision and support for pupils with SEND in their school, through reporting of information and through monitoring visits in school.

In each school, teaching assistants are deployed to year groups and classes according to need, who are then deployed by the class teacher and monitored by senior leaders, including the SENDCO.

Leadership and management of SEND, including other additional needs:

	OLDWAY PRIMARY SCHOOL	ROSELANDS PRIMARY SCHOOL	SHIPHAY LEARNING ACADEMY
HEAD OF SCHOOL	EMMA BAMBER	PIPPA BASTOCK	KATE LEE
SENDCO	LAURA BATEMAN	HANNAH DILLON	KATHRYN WATERSON
SEN GOVERNOR	REBECCA REED	BECKY LANGMAN	CHARLOTTE CARRUTHERS
DESIGNATED SAFEGUARDING LEAD	EVA ROWE	PIPPA BASTOCK	TERESA PORTER
DEPUTY SAFEGUARDING LEAD	EMMA BAMBER	HELEN BRAUND	KAREN DUKE
INCLUSION TEAM LEAD	LAURA BATEMAN	PIPPA BASTOCK	KAREN DUKE
DESIGNATED TEACHER FOR CARED FOR CHILDREN	CHARLOTTE CLARIDGE	HANNAH DILLON	KAREN DUKE



STORING AND MANAGING INFORMATION

Where possible, records are stored electronically on the secure Trust Google drive, CPOMS, Insight or Arbor using managed restricted access accounts with multi factor authentication. Computers are logged off after use or locked if left unattended and data is not transferred externally without having a secure password or being encrypted.

Some legacy paper copies of SEND records may still be needed. Any printed paper copies are kept securely locked and any transfer of hard copy data is sent by approved council secure carriers. Electronic copies are securely transferred to secondary school at the end of year 6 or when a pupil leaves, using CPOMS.

Records are securely archived and retained in line with our retention policy. For pupils with an Education, Health and Care Plan (or previously a Statement of SEN) or pupils who have been supported by the Educational Psychology Service, records are kept for 25 years.

The DfE does not have specific guidance about which SEND records need to be retained by school. However, the Information and Records Management Society (IRMS) reports that 'primary schools do not need to keep copies of any records in the pupil record except if there is an ongoing legal action when the pupil leaves the school.'

ACCESSIBILITY

Schools and Local Authorities need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010. Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties

The SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the Local Authority, outside agencies and the Educational Psychology Service, the SENDCO, class teachers and named support staff ensure additional resources are available where appropriate to ensure equal access to the school curriculum, including physical education, school visits and residential. The school works closely with specialist services including:

- School Nurse Team



- Mental Health Support Team
- Child and Adolescent Mental Health Service
- Hearing Impairment Service
- Visual Impairment Advisory and Support Service
- Occupational Therapists
- Physiotherapists
- Speech and Language Therapy Service
- Mayfield Outreach
- Educational Psychology Service
- Portage

Each school's current accessibility plans can be found on their websites:

<http://www.oldwayschool.co.uk/>

<http://www.roselandsprimary.org.uk>

<http://www.shiphay.com>

SAFEGUARDING

We acknowledge that children with special educational needs and disabilities can face additional safeguarding challenges. We are aware that additional barriers can exist when recognising abuse and neglect in this group of children. This can include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability or SEND without further exploration.

Key issues for safeguarding children with SEND include:

- social isolation
- reliance on others for personal and intimate care
- impaired capacity to resist or report abusive behaviour
- reduced access to someone to tell
- especially vulnerable to bullying and intimidation
- more frequently away from home e.g. hospital, respite care

Safeguarding children and young people with SEND requires understanding, foresight and reflection. Keeping children safe from harm in schools relies on all staff being able to recognise the raised risk factors, identify young people with the greatest levels of risk and create focused action plans that sufficiently respond to their needs. Keeping open dialogue between staff and raising the importance of safeguarding across the school is essential.



DEALING WITH COMPLAINTS

Riviera Education Trust values its relationship with parents, carers and the local community. School staff welcome suggestions and feedback on what goes on within a school, and this can help to identify areas of success and where improvements can be made. Individuals may also, however, want to raise concerns and it is important that anyone who does so is treated seriously and fairly. It is in everyone's interest that complaints are resolved at the earliest possible stage. Every effort should be made to resolve the matter informally. Most enquiries and concerns can be dealt with by the class teacher, Assistant Heads, Deputy Head, SENDCO or the Head of School without needing to resort to a formal procedure.

If it is not possible to resolve the matter informally the person raising the concern may decide to pursue a formal complaint. Details of how to make a formal complaint can be found on the trust's website: www.rivieratrust.co.uk/policies/

BULLYING

The Anti-Bullying Alliance defines bullying as: "the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online."

A pupil is being bullied when another pupil or group of pupils systematically, over a period of time and deliberately single out that pupil or group of pupils for hurtful behaviour. The Trust recognises that pupils with additional needs, including special educational needs and/or a disability may be vulnerable to bullying but firmly believes that no individual has the right to bully another. Preventing and tackling bullying is a high priority within each school and has a clear commitment from the Head, governors, senior management and all staff. Each school's Anti-Bullying policy and policy for Relationships and Behaviour Support can be found on the school website.

REVIEWING THE POLICY

The Trust SEND policy is reviewed annually and developed through Local Authority working parties, use of national guidance, consultation with staff, parents and governors and reflects the 2014 SEND Code of Practice guidance.



DETAILS OF AMENDMENTS

July 2018

- Reviewed and updated in line with current legislation and guidance

September 2018

- Updated to include Shiphay Learning Academy

July 2019

- All reference to Statement removed as all statements have now been converted to EHCPs
- Addition on page 8 referring to requests of statutory assessment being heard by the SEN panel
- Addition on page 8 referring to interim annual reviews
- Addition on page 9 referring to SENDCO involvement at Early or Targeted Support, where appropriate
- Monitoring through the Local Authority SEN Audit added to page 10
- Addition on page 11 that the SENDCO and the Head of School oversees the spending of the notional SEN budget
- Addition on page 11 that all governors should have an awareness of the effectiveness of SEND support and provision in their school
- Personnel changed on page 12

January 2020

- Reference to Chris O'Connor removed. Claire Hepher replaced as Head of School, Vicky McCaig Designated Safeguarding Lead and Rebecca Goddard Deputy Designated Safeguarding Lead.

February 2020

- Updated Management and Leadership details.

September 2020

- Personnel and contact info updated
- Number for SENDIASS amended
- Addition of Teaching Schools South West for professional development
- Addition of Mental Health Support Team as partner agency supporting pupils



January 2021

- Updated SENDCO at Roselands details

August 2022

- Updated staffing and personnel
- Updated with 'Cared-For Children' and 'previously Cared-For Children' to reflect Torbay practice
- NASEN added as useful contact: <https://nasen.org.uk/about-nasen>

September 2022

- Updated SENDCO, Head of School & DSL at Oldway.

October 2022

- SEND Trust lead added to leadership and management.
- Shelly Heesem added as SEND Governor at Shiphay.
- Charlotte Barker added as SENDCO at Shiphay.
- Maria Bailey added as SEND Governor at Oldway.
- Differentiation changed to adapted curriculum.

April 2023

- Updated link Governors

November 2023

- Bullet points removed under the aims section.
- Changes to Identifying Special Needs p4
- Removal of Graduated response to SEND p5
- SEN changed to SEND
- SENCO changed to SENDCO
- Interim annual review changed to early annual review p8
- Newly Qualified Teacher changed to Early Career Teacher p11
- Useful contacts removed as available elsewhere on the website
- Storing and managing information updated by JC

January 2025

- Amended SENDCO qualification
- Updated EHCP section
- Changes to staffing



February 2026

- Amendment to aims p3
- Amendment to staffing on p2 and 11
- Amendment to the review section p6

